

Desert Mountain High School

ARIZONA SCHOOL REPORT CARD 2003-04

12575 E. Via Linda, Scottsdale, AZ 85259

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Brian J. Corte
Schedule : 7:30 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 2458
Web Address : www.scottsdale.org/schools/high/desertmtn/
Phone Number : (480) 484-7000
Fax Number : (480) 484-7001
E-mail : bjcorte@susd.org

Mission

Desert Mountain HS is committed to academic excellence and provides programs and opportunities designed to meet the needs of all students. Desert Mountain is a safe environment that promotes integrity, accountability and effective communication.

School / Academic Goals

ü To achieve academic excellence through rigorous standards and true scholarship.

ü To provide a variety of learning opportunities to meet the needs of all students.

Instructional Programs

ü International Baccalaureate
ü Honors
ü Advanced Placement
ü Regular and Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 2392
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 162

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Desert Mountain High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- ü School Improvement Plan
- ü Instructional Systems Planning
- ü Communication Internal/External
- ü Parent/Educator Relations
- ü Curriculum Development
- ü Technology Planning

Staffing Information for School Year 2003-04

Position

Number

Position

Number

Administrator

5.00

Teacher

122.00

Other Professional Staff

8.00

Teacher Aide

10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

33

3

0

1

4 to 6 years

11

17

0

1

7 to 9 years

4

18

2

0

10 or more years

11

18

3

0

Shared Responsibilities

School

To provide a safe environment in a climate of integrity, respect and accountability. To provide academic excellence through rigorous standards and true scholarship. To provide a variety of learning opportunities to meet the needs of all students.

Parents

To share responsibility for effective communication among parents, educators and students.

Resources Available at School Site

Special Facilities

ü Joint City Library

ü Computer Labs (5) and Media Studio

Extracurricular Activities

ü Student Council

ü National Honor Society

ü Full Compliment of Student Clubs

ü Full Compliment of Athletic Programs

Social Services

ü Job Placement Services

ü Recreational Activities

ü City Library

ü Fitness Center

Transportation Policy

Bus service is provided for students who live beyond a designated area of the school. If questions or concerns arise about new stops, bus overcrowding, pick-up/drop-off times, the Transportation Department should be contacted at (480) 451-5050.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Student achievement in curriculum related vocabulary comprehension/use improved greater than 10% as measured by pre- and post-assessments.
- ü During the 2002-03 school year, campus-wide tardies were reduced by greater than 10% as compared to the 2001-02 school year.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Flynn Scholarship Winner	2002
ü Rensselaer Medalist	2001
ü National Merit Scholars (8)	2003
ü Over \$6,400,000 in Scholarships	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	14	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	93			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	536	1791	57534	93	90	91	510	507	491	23	25	46	17	18	16	36	36	23	24	21	15
All Students (Prior Year)	521	1760	51010	NA	NA	NA	507	501	483	18	24	45	23	25	20	39	35	23	21	15	11
Female	286	913	28155	95	91	90	507	504	491	22	25	47	18	20	16	40	38	24	20	18	14
Male	250	874	28932	92	87	89	513	510	491	24	24	46	16	16	15	31	35	23	29	25	16
African American	11	35	2558	100	85	86	489	487	475	50	50	64	20	25	15	30	16	16	0	9	6
Hispanic	18	159	17547	138	87	86	489	482	475	47	56	64	13	15	15	27	21	15	13	7	6
Asian/Pacific Islander	20	63	1395	77	94	96	524	518	519	11	16	22	6	14	16	56	40	28	28	30	35
American Indian/Alaskan Native	--	11	3794	--	79	91	--	512	468	--	9	72	--	27	13	--	45	12	--	18	3
White	429	1368	29790	82	81	86	511	509	501	22	21	34	17	18	17	36	38	29	25	23	20
Students with Disabilities	24	99	5562	77	69	93	475	468	461	64	65	79	21	24	10	14	12	8	0	0	3
Students without Disabilities	512	1692	51972	94	91	90	511	507	492	22	24	45	17	18	16	36	37	24	25	22	15
Limited English Proficient Students	12	80	5467	120	75	111	476	467	458	60	76	87	0	11	7	20	11	5	20	3	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	536	1791	47088				510	507	495	23	25	42	17	18	16	36	36	26	24	21	17

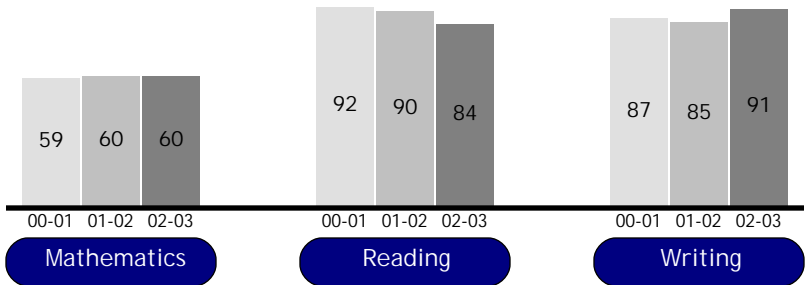
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	525	1773	56700	91	89	89	535	534	512	5	5	15	11	12	23	64	64	52	20	19	10
All Students (Prior Year)	515	1755	50525	NA	NA	NA	548	543	517	2	2	12	8	10	22	60	59	51	30	28	15
Female	281	892	27862	93	89	89	542	540	517	3	3	12	8	9	22	66	65	54	23	22	12
Male	244	878	28398	89	88	88	527	527	507	8	8	19	15	14	24	61	62	49	16	16	9
African American	11	37	2529	100	90	85	511	509	495	10	15	24	20	12	31	60	65	41	10	9	4
Hispanic	14	153	17305	108	84	85	536	506	494	9	16	24	18	28	31	64	50	41	9	6	4
Asian/Pacific Islander	19	61	1382	73	91	95	545	537	530	6	2	6	0	14	17	61	63	59	33	21	17
American Indian/Alaskan Native	--	12	3815	--	86	91	--	515	489	--	18	29	--	18	35	--	36	35	--	27	2
White	423	1359	29209	81	80	84	535	537	525	5	4	9	11	11	17	63	64	59	20	21	15
Students with Disabilities	23	108	5215	74	76	87	488	488	478	32	30	43	26	28	29	42	42	25	0	0	2
Students without Disabilities	502	1665	51485	92	90	89	537	535	513	4	5	15	11	11	23	65	64	52	20	20	11
Limited English Proficient Students	10	73	5378	143	71	109	484	474	471	33	39	48	33	45	36	33	16	15	0	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	525	1773	46342				535	534	516	5	5	13	11	12	21	64	64	54	20	19	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	560	1887	55090	98	94	87	503	500	479	3	5	16	5	7	13	91	88	70	0	1	0
All Students (Prior Year)	538	1816	50572	NA	NA	NA	509	505	481	3	4	14	12	13	23	83	82	63	2	1	1
Female	294	954	27752	98	95	89	508	505	483	1	3	13	3	5	12	96	92	75	0	1	0
Male	265	926	26842	97	92	83	496	495	474	7	7	20	8	10	15	85	83	65	0	0	0
African American	11	37	2336	100	90	78	489	480	464	10	14	25	0	6	14	90	80	62	0	0	0
Hispanic	16	188	16391	123	103	81	493	464	458	0	22	28	8	10	16	92	68	56	0	0	0
Asian/Pacific Islander	20	59	1356	77	88	93	517	511	499	6	4	7	0	7	9	94	87	83	0	2	2
American Indian/Alaskan Native	--	14	3731	--	100	89	--	490	446	--	8	37	--	8	16	--	85	47	--	0	0
White	455	1428	29053	87	84	84	503	504	492	3	3	8	6	7	12	91	90	79	0	1	0
Students with Disabilities	26	107	4141	84	75	69	447	446	436	16	27	47	26	27	18	58	46	35	0	0	0
Students without Disabilities	534	1780	50949	98	96	89	505	501	479	3	4	16	5	7	13	92	88	71	0	1	0
Limited English Proficient Students	11	93	4711	157	90	96	445	425	422	50	58	61	0	16	13	50	27	26	0	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	560	1887	44922				503	500	484	3	5	13	5	7	13	91	88	73	0	1	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	67	61	43	100	61	54	37	97	65	58	41
	Language	90	66	60	41	100	57	54	38	98	67	59	42
	Mathematics	94	79	75	59	100	77	71	56	98	85	76	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Mountain High School has a closed campus and a zero tolerance for possession or use of drugs or alcohol. We have an outstanding Student Government Program that provides a variety of activities and clubs open for student participation.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Brian J. Corte	(480) 484-7000
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Brian J. Corte	(480) 484-7000
School Nutrition Programs	Barbara Savastio	(480) 484-8686
Parent Organization	Debbie Michaelowski	(480) 699-9975
Student Health/Nurse	Kathy Umfrid	(480) 484-7000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards